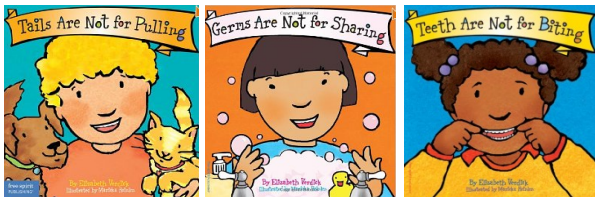
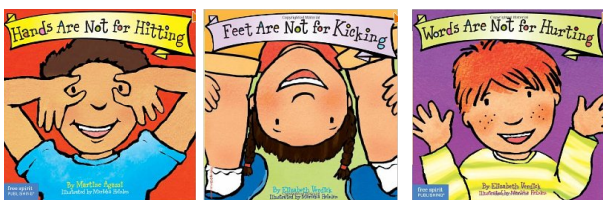


Mini Literacy Kits

READING

KRA-L:

1. Identifying name in print
2. Recognizing shapes and sounds of letters
3. Background knowledge
 - Vocabulary
 - Book knowledge
4. Self-regulation
 - Following directions.
 - Sitting for short period of time.
 - Communicate wants and needs through words
5. Recognizing print
6. Reading as process



BEST BEHAVIOR BOARD BOOK COLLECTION



CRAFT TAPE

Suggested ways of using mini-kit materials:

Craft tape

Babies:

- Talk about same and different in the environment (big and small, rough and smooth, long and short)
- Have your baby sort socks or other laundry
- Have your baby explore the texture of the tape

Toddlers:

- Make small and big shapes.
- Talk about same and different.

Preschoolers:

- If toddler sibling – make shapes together; ask preschooler which letter the shape starts with.
- Make child's name with craft tape. Think of other words that start with those letters.

Best Behavior Book

- Cover talking about feelings, ways of coping with strong emotions, which are all the elements of self-regulation.

Reading as process:

Babies: chewing books, learning to turn pages, looking at pictures, hearing a reading voice

Toddlers: paying attention to pictures to understand the book, hearing a reading voice, engaging them with questions, need 5-12 sec to respond

Preschooler: point out print to them, ask them to make prediction in the story, point out different parts of the book (front page, title, author, spine, back of the book).

WRITING

KRA-L:

1. Identify own name in print
2. Recognizing shapes and sounds of letters.
3. Recognizing print.
4. Identifying beginning sounds in words
5. Controlled holding of pencil and use of scissors (fine motor skills)
6. Knowing shapes, colors, numbers.
7. Sequencing.
 - Patterns
8. Background knowledge.
 - Sorting
9. Self-regulation.
 - Sitting for short period of time.
10. Writing as process



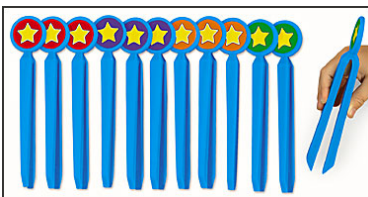
SINGLE LINE WRITE & WIPE BOARD



WRITE AND WIPE MARKERS



FUN FRUIT COUNTERS



EASY GRIP SAFETY TWEEZERS

Suggested ways of using mini-kit materials:

Babies:

- Model writing on the board when on the road
- Point out writing and letters when outside

Toddlers:

- Bring the writing board on the road and have them practice drawing and writing in waiting rooms, car, bus, etc.
- Have children use tweezers to pick up small objects like cheerios, fruit pieces, etc.
- Label object around your house to help your child make a connection between writing and objects they stand for.

Preschoolers:

- Have your child use tweezers to pick up and count red fruit, round fruit, fruit starting with letter G, etc.
- On the Write and Wipe board draw a picture of the object that starts with the designated letter of the day.
- Write a checklist of chores for your child (pick up toys after playing with them, putting away groceries, etc.). Have her check it off as she completes it.

SINGING

KRA-L:

1. Sequencing.
 - Routine building – knowing what comes next.
 - Patterns.
2. Identifying rhymes.
3. Producing rhymes.
4. Repeating sentences.
5. Recognizing initial sounds in a word.
6. Identifying letter sounds
7. Identifying own name in print
8. Self-regulation.
 - Following directions.



CLASSROOM SONG BANK



ECHO MICROPHONE

Suggested ways of using mini-kit materials:

Classroom Song Bank CD

For babies:

- Pick a daily task when you can consistently sing a song/rhyme (diaper change, before bath, before eating, bedtime). This builds routine and helps a child understand what comes next.
- Pick a song with animal sounds. That's a great way of children to pay attention to environmental sounds, and that translates to better hearing and reading of words.

For toddlers:

- Choose a song with lots of repetition, and invite your toddler to sing along.
- Pick a song that has hand motions with it (Itsy bitsy spider, wheels on the bus, head shoulders knees and toes) to both engage an active toddler and to learn words through movement.
- All the songs with movement also build the skill of following directions, and doing it in an ordered sequence.
- Clap out syllables for children to hear smaller sounds in words.

For preschoolers:

- Find a weekly goal when to sing a rhyming song and have your child finish a rhyme. You may ask your child to pick the song. Ask what other words rhyme with those words.
- Make up a song of child's name spelling.

Echo Microphone

For babies:

- Model sounds to your baby. Say animal sounds through the microphone, rhymes, baby's name, etc.
- Consider building a routine with the microphone. Announce "It's bath time" or "Time to go" to help children start making transitions easier and expect what comes next.

For toddlers and preschoolers:

- Invite your child to mimic the sounds you are making. Separate the words into syllables for children to hear more easily the sounds in those words.
- Say a letter sound, and ask your child to repeat it. Then say a word that starts with that letter.

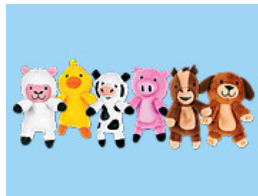
TALKING

KRA-L:

1. Recognizing initial sounds in a word
2. Controlled holding of pencil and use of scissors (fine motor skills)
3. Reading, writing and speech as a process
4. Background knowledge
 - a. knowing lots of words
 - b. comfortable answering questions
5. Answering who, what, why questions
6. Sequencing
 - a. Routine building (knowing what comes next)
 - b. Patterns
7. Self-regulation
 - a. Communicate wants and needs through words
 - b. Pretend play to control emotions.
8. Recognizing initial sounds of a word
9. Identifying rhymes
10. Repeating sentences



HEAR MYSELF SOUND PHONE



FINGER PUPPETS



BALL

Suggested ways of using mini-kit materials:

Finger Puppets

For Babies:

- *Activity:* Parent can make animal sounds with finger puppet
- Parent can put baby's finger in puppet, have baby practice grasping puppet in hand

For Toddlers:

- Parent has conversation with child, asking open-ended questions

For Preschoolers:

- Parent has conversation with child, asking open-ended questions
- Develop a story about two animal friends

Sound Phone

For Toddlers:

- Parent and child can sing a song or recite a nursery rhyme while child talks into phone
- Parent can use a cell phone while child uses sound phone; parent and child can have a conversation or child can imitate parent

For Preschoolers:

- Have parent and child take turns “calling” each other with the phone. The caller will ask for answers to various questions, then the caller will pass the phone to the other player to respond:
 - Example questions:
 - “Hi, what word begins with a *b* sound?”
 - “rhymes with cat”
 - “something that’s blue”
- Think of a work location where a phone is used. The parent can pretend to call into that “business” where the preschooler will “answer” the sound phone.
 - Example: Pizza Shop
 - Parent: Hi, is this *Child’s Name* Pizza?
 - Child: Yes
 - Parent: I would like to order a large pizza, what toppings do you have? Etc.

Ball

For Babies:

- Place the ball on a blanket next to baby. Describe the ball as baby holds it or moves it around.

For Toddlers:

- Parent can sit across from child and roll the ball back and forth. As each player catches the ball, he or she can:
 - Say a letter of the alphabet, then have the next player say the following letter
 - Count, and each player takes turns counting the following number
 - Parent can say a two or three word phrase, toddler repeats phrase when the ball rolls to him or her

For Preschoolers:

- Parent and child sit across from each other and take turns catching the ball. As each player catches the ball, he or she can:
 - Say a word like “cat” or “house”. The next player to catch the ball gives a word that rhymes.
 - Say the name of an object that:
 - Begins with a *b* sound
 - *Is green*

PLAYING

KRA-L:

1. Answering who, what, why questions.
2. Controlled holding of pencil and use of scissors (fine motor skills)
3. Background knowledge.
 - a. Vocabulary.
 - b. Comfortable answering questions.
 - c. Sorting.
4. Self-regulation.
 - a. Following directions.
 - b. Sitting for short period of time.
 - c. Communicate wants and needs through words.
 - d. Pretend play to control emotions.
5. Recognizing shapes and sounds of letters.
6. Reading, writing and speech as a process
7. Recognizing initial sounds in a word
8. Knowing shapes, colors, numbers



PLAY DOUGH



WASHABLE FINGER PAINT



SLOT TOGETHER ANIMALS

Suggested ways of using mini-kit materials:

For Babies:

- Allow baby to handle stackable animals, parent can name and make the noise of each animal

For Toddlers:

- Toddler can stack or sort animals by color or type
- Use finger paint to make shapes, count how many of each shape you make
- Use play dough to make three dimensional shapes, try to make a stack of shapes

For Preschoolers:

- Talk about each stackable animal: where the animal lives, what they eat, what their babies are called
- Use the finger paint to draw a picture of where each animal lives
- Use the play dough to make the animal's food, a different animal, or add things to the stackable animals like hair or wings
- Use the play dough or finger paint to make letters; spell out the child's name
- Use play dough or finger paint to make a pattern of shapes